



TLEF Project – Final Report

Report Completion Date: (2022/05/20)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	LFS Reach-Out, Orientation, Transition and Study Skills (ROOTSS) Program		
Principal Investigator:	Christine Klaray		
Report Submitted By:	Christine Klaray and Thilini Leitan		
Project Initiation Date:	May 2020	Project Completion Date:	April 2022
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Final Project Summary

ROOTSS (Reach Out, Orientation, Transition & Study Skills) is a comprehensive, online social, wellbeing & academic co-curricular program that engages and supports the success of new-to-LFS students in the Faculty of Land & Food Systems. Building upon the success of the LFS 100 course redesign project (supported by TLEF funds in 2018), ROOTSS leverages insights regarding first-year students' transition to university to enhance peer learning and support. The TLEF funding we received was used to hire a full-time co-op student for two consecutive years, to work closely with LFS Student Services staff and senior student leaders to design, develop, and implement ROOTSS. Despite our plans to develop during year one of our funding and implement in year two, we pivoted quickly in the summer of 2020 to accelerate the development and implementation of the program in response to the shift to fully-online delivery of services and learning due to COVID-19. We applied what we learned during that pilot year (academic year 2020-2021) to improve and refine the program for the 2021-2022 cohort, and have further refined the program in advance of onboarding our 2022-2023 cohort this May. ROOTSS enables new students to learn, explore and connect with their peers, senior LFS peer leaders, staff, and faculty in the ROOTSS Canvas course. Activities include workshops, webinars, discussion boards, reflection activities, strategic academic check-ins, and social programming. Content is organized and released in alignment with the UBC academic cycle, ensuring students are prompted to learn about and access resources that are timely and relevant to their learning and UBC experience. They are guided through their first year in a supportive, kind and consistent manner, as ROOTSS is a platform for us to communicate directly with new students, and has become a reliable source of curated information, as well as a supportive online space that builds and facilitates community-building. Furthermore, ROOTSS programming provides new-to-LFS students and senior student facilitators opportunities to grow their social and professional networks and practice skills to enhance their personal, professional and academic success. ROOTSS supports key priorities identified in the Faculty's Action Plan: improving retention rates, and supporting student wellbeing and development.

Highlights from the 2021-2022 cohort of LFS ROOTSS:

- 2021/22 first full year of ROOTSS enrolled 576 students (including first-year direct entry and transfer students)
- 92% of all students enrolled in the program viewed/engaged with some form of content in the course
- Between May 2021 – March 2022, there was a total of 41,724 views within the Canvas modules
- Allowed students to access various information and resources found on the Vancouver UBC Campus and partake in various community building activities
 - Discussion boards
 - Events, webinars, and workshops
- 32% of all students enrolled, attended one or more event, webinar, or workshop
- Broad range of content and material produced
 - 27 modules with +190 pages
 - 7 discussion boards with +2500 views

1.4. Team Members – Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Christine Klaray	Director, LFS Student Services (project lead)	Co-supervises co-op student with Thilini Leitan, and TLEF project co-lead. Together with Thilini, develops and adheres to the strategic direction of the program to ensure program goals are met, and resources are secured/assigned



		to complete tasks. Supports all members of LFS Student Services to create space and time to develop content and contribute to ROOTSS. Helps develop Canvas content related to well-being, campus resources, student life and academics, Liase with senior LFS leadership to promote LFS ROOTSS within LFS and ensure long-term support via staff resources and specific mention in the LFS Action (strategic) Plan.
Thilini Leitan	Student Engagement Officer, LFS Student Services (project lead)	Co-supervises co-op student with Christine Klaray, and TLEF project co-lead. Together with Christine, develops and adheres to the strategic direction of the program to ensure program goals are met, and resources are secured/assigned to complete tasks. Supervises, trains and manages the senior peer leader engagement in Canvas, integrating LFS ROOTSS and UBC Orientation programming resources and events (ie: Jump Start, Imagine Day). Helps develop Canvas content related to well-being, campus resources and student life. ACE Team lead, who supports the events committee to plan and execute their programming (see below).
Ella Wong	Academic Advisor, LFS Student Services	Helps develop Canvas content related to well-being, campus resources and academics, including (but not limited to) registration, advising, strategic academic check-ins, reflection activities, degree requirements and program pathways, transfer credits, academic supports and, etc. Hosts registration-related webinars and workshops, group virtual advising sessions, and responds to posts in the social and academic discussion boards. Supports LFS ACE workshops committee to plan and execute their programming (see below).
Bre Jackobsen	Academic Advisor, LFS Student Services	Helps develop Canvas content related to well-being, campus resources and academics, including (but not limited to) registration, advising, strategic academic check-ins, reflection activities, degree requirements and program pathways, transfer credits, academic supports and, etc. Hosts registration-related webinars and workshops, group virtual advising



		sessions, and responds to posts in the social and academic discussion boards. Supports LFS ACE communications committee to prepare and share promotional materials and infographics for inclusion in LFS ROOTSS, and develops communication outreach to ROOTSS participants.
Bonita Perko	Academic Advisor, LFS Student Services	Helps develop Canvas content related to well-being, campus resources and academics, including (but not limited to) registration, advising, strategic academic check-ins, reflection activities, degree requirements and program pathways, transfer credits, academic supports and, etc. Hosts registration-related webinars and workshops, group virtual advising sessions, and responds to posts in the social and academic discussion boards.
Rob Kim	Career Strategist, LFS Student Services	Helps develop Canvas content related to careers, including (but not limited to) LFS Mentorship program, network-building, etc. Hosts career-related webinars and workshops, and responds to posts in the social discussion boards,
Annie Lin	ROOTSS Program Coordinator 2020-2021	Coordinate, monitor, and develop content for the entirety of the LFS ROOTSS Program. Host and plan events, webinars, and workshops associated with ROOTSS. Extract and analyze data collected to assess impact and engagement of ROOTSS. Prepare annual reports and presentations to communicate outputs of the program and experiences of the participants.
Parisa Kabir	ROOTSS Program Coordinator 2021-2022	Coordinate, monitor, and develop content for the entirety of the LFS ROOTSS Program. Host and plan events, webinars, and workshops associated with ROOTSS. Extract and analyze data collected to assess impact and engagement of ROOTSS. Prepare annual reports and presentations to communicate outputs of the program and experiences of the participants.
Melody Wang	Student Support Specialist, LFS Student Services	Responds to posts in the social discussion boards, helps review and edit content related to academics, well-being and LFS student experience. Monitors discussion boards for inquiries that are best answered by other members of the



		LFS Student Services team, and triages them, as appropriate. Helps with the creation and sharing of social media posts and communication outreach.
LFS Student Services Student Staff 2020-2021	LFS Student Services Student Staff 2020-2021	Responded to and engaged with participants in discussion boards.
LFS Student Services Student Staff 2021-2022	LFS Student Services Student Staff 2021-2022	Responded to and engaged with participants in discussion boards. Develop and host virtual social event to welcome new students.
LFS ACE Team 2020-2021	LFS ACE Team Leads & LFS ACE Student Leaders	Planned and implemented 4 workshops and 4 events
LFS ACE Team 2021-2022	LFS ACE Team Leads & LFS ACE Student Leaders	Planned and implemented 4 workshops and 4 events
2020 LFS Imagine Senior OLs	2020 LFS Imagine Senior OLs	Responded to and engaged with participants in discussion boards
2021 LFS Imagine Senior OLs	2021 LFS Imagine Senior OLs	Responded to and engaged with participants in discussion boards
LFS Learning Centre		Supported the ROOTSS Program Coordinator with troubleshooting for Canvas course and pulled data from Canvas. In discussions about how to collate and better report out on statistics and data; exploring visualization tools such as Tableau for 2022/2023.

1.5. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
N/A			



2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Canvas curriculum with catered content for the target audience (LFS ROOTSS)	Canvas
3 Registration Webinars	Hosted on Zoom (recordings posted through Kultura)
2 Social Panel Events	Hosted on Zoom (recordings posted through Kultura)
LFS Opportunities and Involvement Fair (1)	Zoom/ Online
Career Webinar (1)	Hosted on Zoom (recordings posted through Kultura)
Wellbeing and Health Module for the LFS Canvas Template for Instructors	Canvas
LFS Degree Visual Guides	Downloadable PDFs (developed and retained through LFS Student Service Canva Pro Account)
Module on Coordinating a Canvas Course for Staff and Student Leaders (Training Resource)	Canvas
LFS ACE: 4 Workshops and 4 Events	Hosted on Zoom (recordings posted through Kultura) OR in-person
197 Canvas pages of content created	Canvas
5 Canvas discussion boards	Canvas
Infographics throughout Canvas platform (are able to be used in other spaces such as social media, LFS website etc.)	Canva Pro Account for LFS Student Services
LFS Newslettuce Instagram (LFS Student Services social media channel for communicating with current undergraduate students)	Instagram

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Integration in to LFS 100	Capacity of the team, the robust nature of what we created did not align with LFS 100 curriculum and objectives, and not every ROOTSS-enrolled student was enrolled in LFS 100, which made the alignment less compatible

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge



- Student engagement and attitudes
- Instructional team-teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

- ROOTSS goals framework (benefits for students)
 - Provide pathways for new-to-LFS students to develop a stronger sense of belonging in the LFS community and make earlier and stronger connections with their peers
 - Provide new-to-LFS students better access to and earlier awareness of the resources and opportunities to develop and practice skills that are foundational to students' wellbeing and long-term academic success
 - Increase new-to-LFS students' commitment and motivation to complete their studies in LFS
- Laddered leadership opportunities for students
 - Integration of student leaders in support of their professional development and learning as they provide transition programming for new-to-LFS students
 - Increase the number of opportunities and pathways for students to participate as student leaders and then move into senior student leadership roles
- Co-op Student: ROOTSS Program Coordinator
 - Co-op student had the opportunity to gain experiential learning and hands-on work opportunities in a professional and formal setting.
 - Supported and executed the building of a course through a Learning Management System (LMS)
 - They had the ability to collaborate and work with the LFS Student Staff on various work projects, contributed to onboarding and transition pieces, and developed a multitude of transferrable skills that would help for future work and career placements
- Increased the number and types of opportunities for LFS alumni to support and connect with new-to-LFS students through sharing their stories and career journeys
- Provided a dedicated and inclusive space for staff, faculty members and student leaders to engage with new-to-LFS students prior to the start of their classes
- Shared initiative between the different portfolios within the LFS Student Services team, strengthening our collaborative approach to students' academic, wellbeing, leadership and career engagement.
- A true collaboration between all members of the LFS Student Services team, with a shared commitment to find operational efficiencies and maximize limited resources by integrating the team's offerings of services, supports and information-sharing targeting new students under the ROOTSS umbrella. Examples include, but are not limited to, group advising sessions, using discussion boards to respond to and document answers to common questions, and using Canvas announcements to share opportunities and flag important dates/deadlines for a wider audience.



- 3.3. Were these changes/impacts achieved? How do you know they occurred?** – *How did you measure changes/impacts? (e.g. collected survey data, conducted focus groups/interviews, learning analytics, etc.) Describe what was learned from this process. You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

Understanding engagement and views through Canvas New Analytics - what pages resonated with students and which ones did not

- Allowed us to track engagement across the program and compare engagement across modules to better understand what information students are accessing most often
- What times of the year had the most engagement
- How frequently individual students access information and what content they are viewing or what activities they are attending

Surveys attendance and feedback surveys from events, webinars, and workshops

- Registration webinars were the most popular, students reported it to be extremely helpful in their transition to UBC, LFS and registering for courses
- Social panel events allowed students to connect with current LFS students and professors and receive advice directly from them. Students appreciated having the opportunity to interact with and learn from said individuals

Changes from the Pre-Reflection and Exit Survey

Based on focus groups

- Students were able to learn more about different programs and majors in LFS and reported feeling the most supported during registration season
- Students were assisted in various aspects of transition into university (registration, wellbeing, academics etc.). They were able to access and have a greater awareness of the different resources within UBC and LFS
- Content on ROOTSS allowed students to learn about and get connected to what was happening in the community
 - What student leadership opportunities they could engage or participate in such as clubs, mentorship, Peer Programs, Work Learn etc.
 - Announcements created increased awareness and participation in events, webinars, volunteer and or job opportunities etc.

Note: Attached is our LFS ROOTSS Annual Report for 2021-2022 cohort, which includes visual data

- 3.4. Dissemination** – *Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event).*

- Virtual Presentation with Slide Deck at Faculty of Land and Food Systems Town Hall (comprised of faculty members and staff) : ~75 people
- Virtual Presentation with Slide Deck at Peer Programs Community of Practice: ~14 members
- Virtual Presentation with Slide Deck with the Dean Rickey Yada and LFS Associate Dean, Academic Dr. Zhaoming Xu
- ROOTSS Summer Data distributed to Student Engagement Officer Community of Practice: ~8 members



4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

Each member of the LFS Student Services staff teach new students through the content developed and communication tools used to connect with new students. We have refined our written content to ensure it is clear, comprehensive and links to appropriate and reliable UBC and LFS online resources (example: UBC Academic Calendar, UBC Student Services website, LFS Website, etc.) and adapt the language in response to student reaction to or questions that arise as a result of that content (for example: if students are asking a question over and over, we can adapt the content to address this question or modify language to be clearer, as needed).

To meet students where they are at, we have developed an increased number of visual guides (such as infographics) and integrated a social media channel of communication, so students are able to access content in different ways, recognizing that different students learn and absorb content in different ways.

In support of different learning styles, we have used multiple modes of connection; written content, infographics, in-person and virtual webinars and events, self-paced reflection 'assignments' in Canvas, etc.

We use data from Canvas analytics to better understand what content students are accessing most frequently and use focus groups and surveys to understand why content is valuable, and modify our program to best serve their needs.

Senior student peers improve written communication skills through discussion board responses, as well as their presentation/facilitation skills from hosting workshops, events and participating in webinars and student panel events. They are more skilled at sharing information and more confident public speakers, as a result.

5. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?

The Faculty of Land and Food Systems has committed to funding a professional staff role through June 2025 to support the continued development, implementation, assessment, and management of the program. Long-term resourcing for the program will may continue to be a challenge beyond 2025.

We are currently in discussions with the LFS Learning Centre about how to collate and better report on statistics and data; exploring visualization tools such as Tableau for 2022/2023 and beyond. As we continue to gather data from each cohort, we want to ensure that we have both the people and tools to tell the story and impact of LFS ROOTSS on the LFS student experience, and to speak to how ROOTSS helps meet our Faculty's strategic goals, as outlined in the LFS Action Plan. This can be challenging as it is difficult to narrow down the correlation between our data and our goals and objectives.